


The ASPIRA Association, Inc. is the only national nonprofit organization devoted solely to serving Puerto Rican and other Latino youth through leadership development and education. ASPIRA takes its name from the Spanish verb aspirar, which means "to aspire to something greater." It is a forceful reminder to Spanish-speaking youth that they can change their lives if they work hard and strive for a goal. These Aspirantes—those who aspire to a brighter future—are the hope of the Latino community.

The ASPIRA Association, Inc. is a not-for-profit organization incorporated under Section 501(c)(3) of the Internal Revenue Code. It is a voluntary association of community-based, nonprofit organizations sharing the ASPIRA name, mission, and goals. State offices called ASPIRA Associates and Affiliates are separately incorporated in six states and Puerto Rico. They are: ASPIRA of Connecticut, Inc.; ASPIRA of Florida, Inc.; ASPIRA, Inc. of Illinois; ASPIRA, Inc. of New Jersey; ASPIRA of New York, Inc.; ASPIRA, Inc. of Pennsylvania; and ASPIRA, Inc. de Puerto Rico. The Association is governed by a National Board of Directors and has a National Office in Washington, DC.

This report encompasses the activities of the ASPIRA National Office for the Fiscal Year ending June 30, 1992, but to maintain continuity covers services offered during calendar year 1992. ASPIRA, "An Investment in Latino Youth," and the "Pitirre" logo  are registered trademarks of the ASPIRA Association, Inc.

### El Pitirre



The pitirre is the symbol of ASPIRA. A small, fragile tropical bird found in Puerto Rico, the pitirre is known for its agility and rapid flight and for its ability to outsmart, tire, and defeat much larger birds. ASPIRA believes that the pitirre is a fitting symbol for young Latinos. Aspirantes gain the confidence of the pitirre by acquiring knowledge and developing their leadership skills. They then can face and overcome seemingly overwhelming odds to become productive adults, returning to their communities the benefits of their skills and leadership abilities. The symbol of the pitirre reinforces ASPIRA's belief that even the smallest and seemingly most powerless can take control of their lives and cause change.

# NEWLY WEDS IN EX-LND COUNTY

ASPIRA 2008-2009

A Message from the President, National Board of Directors, and the President of the National Board of Directors

Calling our President

Sending our Committee

ASPIRA 2008-2009

ASPIRA 2008-2009

ASPIRA 2008-2009

ASPIRA 2008-2009

ASPIRA 2008-2009

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ASSOCIATION, INC.  
NATIONAL OFFICE  
1992 ANNUAL REPORT

# AN INVESTMENT IN LATINO YOUTH™



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NATIONAL OFFICE  
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# AN INVESTMENT IN LATINO YOUTH™

A stylized graphic of an arrow pointing upwards and to the right. The arrow is composed of several parallel lines, creating a sense of motion and direction.

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A MESSAGE FROM THE CHAIRPERSON OF THE NATIONAL BOARD OF DIRECTORS  
AND THE NATIONAL EXECUTIVE DIRECTOR OF THE ASPIRA ASSOCIATION, INC.



Janice Petrovich and José Matos-Real.

An investment in Latino youth. For most of the past decade, ASPIRA has used this phrase to describe how we view our work. What we do is not crisis intervention. It is not jamming our finger in the dike against a rising tide of Latino dropouts. It is not "just say no to dropping out, pregnancy, violence, and drugs." These are all negative messages that our youth hear far too often. They hear that they are worthless, that they can never make it, that their communities and families are falling apart, that they are to be feared.

When they come to ASPIRA, we tell them something different. We say, "You can do anything that you can dream about. You're important. Your community needs you—you are our hope for the future. We want to help you now to succeed because we know you can make a difference in this world. We believe in you."

Today, we hear our new President talking about youth and education in the same way:<sup>1</sup>

One of the things we have to realize in this country is that an economic investment is not just building an airport or a road or investing in new technologies. It's also investing in people who are prepared to help themselves to make sure that all of you can contribute in a world that is dominated by knowledge, in a world in which the living you make depends on what you know and what you can learn.

We hope with our youth for a country that encourages their contribution. And throughout the past year we worked to ensure that that contribution could be made.

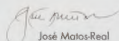
During 1992 the ASPIRA National Office invested in a number of program areas that will yield gains for our youth. Perhaps our most exciting investment is the planning and implementation of the ASPIRA Alumni Association. We estimate that nearly 200,000 people have been directly touched by ASPIRA's work over its 32-year history. So many of these Aspirantes that we have met impress us with their continued passion for the goals of the organization. With the start-up of the Alumni Association, we will be able to top into that commitment in a coordinated, sustained way. ASPIRA will be able to offer opportunities to alumni to give back to their

community through mentoring and making available important resources to further strengthen ASPIRA. To develop tomorrow's leaders, ASPIRA is on the leading edge of the nation's resurgent interest in promoting mathematics and science achievement in youth. ASPIRA's Mathematics and Science Academy model presents a comprehensive, community-based approach for motivating and assisting the country's future scientists and engineers. The implementation of our Academy marks what we hope will become a replicable model for communities around the country to promote math and science careers for Latino and other minority youth.

Our new community mobilization programs, TOPS, APEX, and High HOPES, present an innovative way for parents, teachers, and community representatives to work together for our youth. They provide parents with the training and encouragement needed to become active participants in ensuring a quality education for their children. They envision a way for all the adults who influence the life of a child to work in partnership. They enable families and school communities to plan for a future college career for the students.

Because we know that educational barriers are not overcome solely by individual efforts, the National Office also expanded work on behalf of educational reform during the past year. Through the years, ASPIRA has built a reputation as a thoughtful voice for educational policies supportive of Latino and disadvantaged children. Through our publications, our press releases and articles, our testimonies and presentations, and our policy documents, ASPIRA is presenting our analyses to an increasingly wide range of Congressional representatives, Administration officials, and state and local policy makers.

Investing in our youth. For us, it is an investment in our future. And with Latinos an ever-increasing percentage of the nation's population, it is also an investment in America's future.

  
José Matos-Real

  
Janice Petrovich, Ed.D.

<sup>1</sup>Speech with national service volunteers, New Brunswick, NJ, March 1, 1993.



## DEFINING OUR PRIORITIES

*"American society is now focusing considerable discussion—and some action—on families and schools. This developmental triangle has a third side: it consists of community supports, especially the organizations and programs that serve young adolescents. These youth-serving organizations can be critical to young adolescents learning the skills and developing the confidence they need to enter the adult world."*

- Carnegie Corporation of New York  
A Matter of Time: Risk and Opportunity in the Nonschool Hours



Florida Aspirantes march in Puerto Rican Day Parade.

ASPIRA has one overarching mission: to empower the Latino community through the education and leadership development of its youth.

Throughout its thirty-one year history, ASPIRA has looked at Latino youth and seen the great potential there; the leaders waiting to spring up and move their community forward. ASPIRA's staff work with youth to develop that potential—to nurture educated, committed leaders for the community's future benefit.

The ASPIRA model encourages and assists young people to achieve their dreams and contribute their skills and dedication to the fullest development of communities in the United States and Puerto Rico. The hope inherent in the ASPIRA mission addresses the educational needs of young people from a positive perspective of caring and confidence in their potential.

The work of the ASPIRA National Office focuses on strengthening the entire Association by enhancing program delivery and organizational impact. In 1993, the ASPIRA National Board of Directors approved a Five-Year Plan to enable the National Office to continue its work on behalf of the organization and the Puerto Rican/Latino community ASPIRA serves. They reaffirmed three priority areas for the ASPIRA National Office.

#### *Organizational Growth*

To maintain a level of national pre-eminence in Latino youth leadership development and educational excellence by strengthening programs, enhancing technical assistance to current ASPIRA offices, and serving larger numbers of those requesting ASPIRA's services.

#### *Financial Strength*

To provide the financial stability and growth through leverage and diversification of resources.

#### *Empowerment*

To strengthen the national impact and visibility of ASPIRA as the premier Latino youth organization.

***ASPIRA's mission  
leads directly to an  
organizational  
focus on investment  
in young people.***



**ASPIRA of Puerto Rico students in Old San Juan.**

SERVING OUR COMMUNITY

*"ASPIRA made it possible for our people to help improve ourselves, I really think that we need to support the institutions that made us what we are."*

- Maria Hileran Rivera  
Aspirante Director  
District of Columbia  
Department of Public  
Works



National Interns meet with their mentors at the Department of Labor.

- Working with in the community to develop the community. It has been ASPIRA's calling for over thirty years. Throughout 1992
- ASPIRA staff members and volunteers in Associate offices worked with thousands of parents to help Asprantes acquire the motivation and skills to finish high school, make decisions about post-secondary education, and become productive members of their community.

- Volunteers are vital contributors to the local organizations—volunteers are the founders, board members, fundraisers, and often also direct service providers who make every scarce dollar count in the budget.
- Together with a full-time staff of over 200, the ASPRA Associate offices provided leadership development and educational services to approximately 17,000 youth last year in addition to its collaborations with the parents and teachers of these young people. ASPIRA also worked intensively with a group of 250 parents to develop a cadre of parent leaders.



**Student and mentor, TOPS project.**

Within the framework of the ASPRA Association's ongoing efforts, the ASPIRA National Office performs several distinct functions to enhance the work of the local Associate offices. These include

- conducting research and disseminating data and analyses through the ASPIRA Institute for Policy Research
- obtaining human and material resources to enhance and expand the work of the Association
- broadening the national network of partnerships and collaboratives with the federal government and national organizations
- advocating for national policies supportive to the development of Puerto Rican/Latino youth and families,
- providing for ongoing training opportunities for ASPIRA staff and volunteers,
- planning for future growth,
- publicizing ASPIRA's successes, and
- promoting the Association's growth and cohesiveness

In addition, the National Office coordinates several national programs that develop out of local needs that are common to all ASPIRA Associate offices. Through all national programs, the National Office provides

- yearly staff trainings,
- on-site technical assistance visits,
- materials development and dissemination, and
- internal and external program evaluation

## National programs encompass three areas:

Current national programs are discussed below. Each Associate office also operates many local programs which grow out of the specific conditions of each local community but have in common ASPIRA's commitment to leadership development and education.

### YOUTH LEADERSHIP AND COMMUNITY SERVICE

ASPIRA's primary commitment has always been to the development of young leaders. The programs in this work area build youth's skills in public leadership as well as their commitment to serve the community. In 1992, national programs and activities included the ASPIRA Public Policy Leadership Program and National Internships, the Everett Public Service Internships, and the new ASPIRA Alumni Association.

With core support from the Ford Foundation, the ASPIRA Public Policy Leadership Program is a three-pronged, year-round effort to prepare promising young Latinos to enter the ranks of policy makers.

The APPLP has three components:

- **Leadership Seminars** for fifteen weeks under the guidance of local leadership facilitators,
- **Community Service** internships for eight weeks at local sites with a final Community Service Project, and
- **National Internships** for four weeks in Washington, DC during the summer for outstanding Community Service Interns.

Eighty-three students spent the spring of 1992 in the **Community Service Internships**.

*"We have been overlooked overlong and we are overdue a place at the political table."*

- Minnie Santos  
Aspirante, Treasurer of the  
City of Chicago

### Local Initiatives

Besides serving in individual internships, APPLP students' group activities included the following:

- Students in Florida attended a Dade Public Schools Board Meeting that discussed the impact of public education on the Latino community. Students followed this with letters to their legislators encouraging them to stop cut-backs in education.
- Students in Illinois organized two political debates between candidates running for state office in largely Latino districts. Before the debates, Aspirantes met with community leaders to plan what questions should be asked of the candidates. Two local television stations covered the debates for the Chicago evening news.
- New Jersey students met with community leaders to discuss the effect of voter registration and redistricting on the Latino political voice. Students closed their year with a statewide Youth Congress.
- New York students volunteered their time to a pregnancy prevention outreach project with the New York City Mayor's Office. They also were involved in a youth conference to plan and design the idea school.
- Students in Pennsylvania spent 15 weeks of intense sessions and workshops preparing for a debate on local English-only legislation. The debate was overseen by three judges.
- Students in Puerto Rico worked with graduate students in medicine and public health to develop two AIDS education workshops which they then presented at local middle and high schools.

## ASPIRA Public Policy Leadership Program National Mentors, 1992

"...if everybody in our country had a chance to get a really good high school diploma or GED and then get at least two years of education and training beyond that some way or another and if all the while they were doing it they were doing community service work, we'd have about half as many problems as we've got. Would I we?"

- Bill Clinton  
President of the  
United States

**Patricia Cabrera**, Corporate EEO Associate, American Red Cross

**Fredericka Cuenca**, Senior Policy Analyst, National Hispanic Leadership Agency

**Carri M. Dominguez**, Assistant Secretary for Employment Standards, U.S. Department of Labor

**Wilfredo González**, Staff Director of the U.S. Commission on Civil Rights

**Lenora Guarrasa**, Deputy Assistant Secretary of Enforcement and Compliance, Office of Fair Housing and Equal Opportunity, U.S. Department of Housing and Urban Development

**Jimmy Gurulé, Esq.**, Assistant Attorney General, U.S. Department of Justice

**Joe Lira**, Director of the Minority Business Development Agency, U.S. Department of Commerce

**Juan Maldonado**, Esq., Senior Trial Attorney, U.S. Department of Justice/Commerce

**Gordon H. Mansfield**, Assistant Secretary for Fair Housing and Equal Opportunity, U.S. Department of Housing and Urban Development

**Edward Mercado**, Director of the Office for Civil Rights, Department of Health and Human Services

**Antonia Navello**, M.D., Surgeon General of the United States

**Roberto Posada**, Director of Hispanic Affairs, Republican National Committee

**Jaime Ramón**, Director of the Office of Federal Contract Compliance Programs, U.S. Department of Labor

**The Honorable Ileana Ros-Lehtinen**, U.S. Congresswoman from Florida

**Joanne Schneider**, Public Affairs Specialist, National Aeronautics and Space Administration

**Lilian Sotolongo Dorka**, Attorney Advisor to the Assistant Secretary, Office of Civil Rights, U.S. Department of Education



APPLP National Intern and mentors  
at the Department of Justice.

During the summer, eighteen participants were selected to come to Washington for **National Internships**. Thanks to funding from the Toyota USA Foundation approved through 1997, ASPIRA provided an intensive four-week work and study experience during the summer. Mentors for the summer interns included the U.S. Surgeon General and the Director of the U.S. Commission on Civil Rights.

In addition, all interns spoke with the Surgeon General, received a special tour of the White House, and participated in a meeting with staff members of the Congressional Hispanic Caucus. The internships concluded with a graduation ceremony featuring the Resident Commissioner of the Commonwealth of Puerto Rico, Antonio J. Colorado.

One hundred-six students spent the fall of 1992 in **Leadership Seminars**, learning to plan research projects, to debate issues, to speak effectively in public, and to know about and understand current affairs. Each is hoping that next summer will find him or her working with a mentor in the nation's capital.

To support mentors who volunteer their time to the program, ASPIRA finished work on a manual on mentoring Latino youth entitled *Mentoring at Work/Mentoring that Works*. Experienced APPLP program staff also revised the *ASPIRA Public Policy Leadership Program Manual for Staff Training*.

The ASPIRA National Leadership Coordinator collaborated with national community service organizations to structure the community service project carried out by each Associate's office under the ASPIRA Public Policy Leadership Program. She worked with COOL-T, a college organizing environmental project, to promote Asprantes' understanding of environmental racism. She also participated in the Young People's National Service Coalition and the Coalition for the National Community Service Act. She was a

founding board member of Public Allies. The National Center for Concerns in Public Life, and continued to work with the Advocacy Institute's Leadership Project. Both projects provide support to young people interested in pursuing careers in the public sector.

The Public Policy Leadership Program also benefits from the commitment of its Council of Advisors, who participate in the selection committee that chooses National Interns, help to identify potential mentors, participate in staff trainings, and serve as mentors themselves.

### **ASPIRA Public Policy Leadership Program Council of Advisors, 1992**

**\*Lillian Fernández, Esq.**

Director of Trade Policy  
Pfizer, Inc.

**\*Wilfredo González**

Staff Director  
U.S. Commission on Civil Rights

**Ray Ramirez**

Legislative Assistant  
Office of Senator Jeff Brinkman (D-NM)

**Gloria Rodriguez**

President and Chief Executive Officer  
Marketing/Advertising Production Associates, Inc.

**\*Diona Torres**

Director, International Training and Consultation  
United Way

\*Asprantes

*"Beginning early, boys and girls should take some responsibility for the well being of any group they are in—a seemingly small step but without doubt the first step toward responsible community participation, and for that matter the first step in leadership development. Through volunteer community service experiences outside of school they will learn how the adult world works and will have the experience of serving their society. Every organization serving the community should find ways to involve young people."*

- John W. Gardner  
Building Community



### **Community Service**

ASPIRA closely links its community service work to its development of young leaders. Each year, ASPIRA sees participants in its Public Policy Leadership Program use their newfound skills and confidence to take on leadership positions in ASPIRA and in the community. Ninety-seven percent of APPLP program former participants responding to a survey in 1992 reported some level of school or community involvement. Sixty-four percent of respondents reported holding or having held office in the groups they were involved with. Four of the seven student representatives on the National Board of Directors are Public Policy Leadership Program participants in a year.

Well over half of the high school seniors served by ASPIRA are accepted into postsecondary education—compared to one third of all young adult Hispanics. This is particularly remarkable considering that Aspirantes are almost exclusively inner-city public school students from low socioeconomic backgrounds.

Aspirantes not only worked to better their own lives, but also provided thousands of hours of volunteer service through the ASPIRA Clubs. An ASPIRA Club is the backbone of ASPIRA's work. Through youth clubs, over 5,000 Aspirantes each year develop leadership and academic skills, learn to work together, study the needs of their communities and act to address those needs.

ASPIRA's new Alumni Association (see below) will also harness the potential for service of tens of thousands of Aspirantes who were nurtured in the conviction of the need to give back to their community.

**Student representatives at a meeting  
of the National Board of Directors.**



## Local Initiatives

- Aspirantes in Florida pitched in with the Florida office staff to provide relief efforts to communities devastated by Hurricane Andrew. Thanks to their efforts, over three million supplies reached hurricane victims in two cities.
- Pennsylvania Aspirantes spent Three Kings Day dressed as the Tres Reyes, making presentations on the significance of the day at two area children's hospitals and then distributing over 200 new toys that they had raised the funds to purchase.
- New York Aspirantes participated in the Hispanic Youth Leadership Institute where they served as student facilitators for the events and practiced their lobbying skills. Students had the opportunity to meet with several legislators to discuss the concerns of the Latino community.
- Aspirantes in Illinois received a grant from the Chicago Tribune to purchase Christmas gifts and food for orphans at the White Children's Home. The students then planned and prepared a Christmas party including entertainment for the young children.



Travis Berry, 1992 Everett Policy Intern.

ASPIRA secured funding for the third year from the Everett Public Service Internship Program to place five student interns in the National Office in the summer of 1992. By providing young people with experience working in public interest organizations, Everett Internships both encourage students' future involvement in public life and provide needed help to organizations with limited resources. ASPIRA also benefited from the contribution of interns from American University and Pomona College during the spring and fall. This year the interns

- developed testimony presented before the President's Commission on Educational Excellence for Hispanic Americans,
- produced an analysis of the President's Executive Order on Educational Excellence for Hispanic Americans that led to major Hispanic organizations calling for a stronger future Order,
- produced a widely-distributed Issue Brief on the legal and political aspects of the debate over minority scholarships, entitled *Minority Scholarships: Affirmative Action or Reverse Discrimination?*
- researched and wrote an Issue Brief on school finance, entitled *School Finance: Many Questions, Elusive Solutions*,
- conducted a literature search on parent involvement and the role of community-based organizations in supporting education reform,
- researched and compiled a fact sheet on the status of Hispanic health, entitled *Facing the Facts: The State of Hispanic Health, 1992* and analyzed the Elementary and Secondary Education Act and developed proposed legislative recommendations to make programs more accessible to language-minority communities.

### **ASPIRA Alumni Association**

An Association-wide alumni society has been a dream of the members of the ASPIRA leadership for several years. Now, with the support of the AT&T Foundation, ASPIRA is moving forward to make the dream a reality. With a planning grant from AT&T, the ASPIRA leadership came together for a three-day retreat in January 1992. They laid out the parameters of an alumni society that would be both Association-wide and supportive of local ASPIRA work. ASPIRA's goal is to create an active network of alumni who will work collaboratively with current students, families, staff and boards to expand and enrich community-based, self-help activities.

In December, AT&T awarded a two-year implementation grant to begin the initial implementation of the ASPIRA Alumni Association. The Alumni Association will begin with ASPIRA of New York, which is the first and oldest ASPIRA and has the largest number of alumni. Future alumni outreach efforts will be expanded to the rest of the Association in what is envisioned as a five-year process.

Working collaboratively, the ASPIRA National Office and ASPIRA of New York are benefiting from the expertise of several AT&T volunteers to hold targeted focus group sessions and develop marketing plans, recruitment procedures, a tracking system, and membership opportunities. Suggestions for the Association already put forth by alumni include increasing contact with other Aspirantes through a directory, newsletter, and conferences, and serving today's youth as mentors and volunteers for ASPIRA.

*"Former Aspirantes are an untapped source of moral and financial support for our young people and the organization."*

- Digna Sanchez Aspirante, Assistant Commissioner, Community Development Agency of the City of New York.

**National Chairperson José Matos-Real and student representatives to the National Board of Directors: Nancy Pérez, Reinaldo Hernández, Zaqueo Vélez, Della Esag, and Omar Torres.**



## EDUCATIONAL ACCESS AND CAREERS

Programs in this area address the need to make youth aware of their career options, introduce them to mentors who can help give them access to the world of work and who can help develop the skills they will need to succeed. In 1992, national programs and activities included the ASPIRA National Health Careers Program and the ASPIRA Mathematics and Science Academy.

### ASPIRA National Health Careers Program

The ASPIRA Health Careers Program was founded 22 years ago to address the urgent need in the Hispanic community for medical and health care practitioners. The program works to increase the number of Hispanic youth who graduate from medical and health professions schools and allied health programs and return to their communities to contribute their skills.



**Hilda Crespo, who directs the ASPIRA National Health Careers Program.**

In 1970, ASPIRA helped 28 young Latinos to enter medical and health professions schools. During 1991-92, 78 students in the ASPIRA Health Careers Program applied to health professions schools. Of these, 41 were accepted and all of them enrolled—18 in schools of medicine, six in dentistry, one in pharmacy, one in osteopathic medicine, and the balance in allied health programs. Since 1975, through the support of the U.S. Public Health Service, ASPIRA has assisted 954 of its participants to enter a health-related school or program.

During 1992, five ASPIRA offices in New York, New Jersey, Pennsylvania, Illinois, and Puerto Rico offered health careers activities and services to 1039 minority high school seniors, college students, and graduate school students, 93% of whom were Latino.

The National Health Careers Program offers comprehensive services to high school and college students, including

- personal encouragement and support to pursue higher education and seek professional degrees or certificates in the health fields
- academic enrichment activities like workshops on study skills, time management, test preparation and note taking, career-centered academic counseling in partnership with over 50 colleges and universities offering workshops on financial aid, academic expectations, and the application process,
- admissions assistance,
- conferences on health professions and field trips to health sites, and
- opportunities to meet Hispanic role models in the health fields as well as representatives from professional schools and programs.

The program receives major funding from the U.S. Department of Health and Human Services, Bureau of Health Professions, Health Careers Opportunity Program. The Bristol-Myers Squibb Foundation, Inc. also provides support for the program.

ASPIRA's interest in Latino health extends beyond the desire to promote the health professions as a viable career option for our youth. ASPIRA recognizes the crisis in the Latino community that limited access to health care has created. To promote better access throughout the Latino community, ASPIRA staff worked closely with U.S. Surgeon General Antonio Novello's National Conference on Hispanic/Latino Health.

With the assistance of a volunteer intern, the National Office was so able to produce *Facing the Facts: The Status of Hispanic Health 1992*, a clear and informative factsheet that has been distributed to approximately 3,000 persons.

## ASPIRA National Health Careers Program Council of Advisors, 1992

### **\*Rolando Thorne, Chair**

Assistant to the Director  
Maternal and Child Health Branch  
Division of Public Health  
State of Georgia

### **Arthur Culbert, Ph.D.**

Associate Dean  
Boston University School of Medicine

### **Gil Gutiérrez, Ph.D.**

Vice President  
Cambridge Associates

### **Charles S. Ireland, Jr.**

Assistant to the Dean  
Temple University School of Medicine

### **Leon Johnson, Ed.D.**

President  
National Medical Fellowships

### **J. Henry Montes**

Centers for Disease Control

### **Eric Muñoz, M.D.**

Medical Director  
University of Medicine and Dentistry of  
New Jersey Hospital

### **\*Sandra Palreja, M.D.**

Medical Director Screening Clinic  
Jacob Hospital

### **Dario Prieto**

Program Coordinator for Minority Initiatives  
National Institute of Mental Health

### **Evelyn M. Rodriguez, M.D., M.P.H.**

Medical Officer  
Epidemiology Branch, AIDS Division  
National Institute of Health

### **Maria Segarra, M.D.**

Program Development Officer  
Office of Minority Health  
U.S. Department of Health and Human  
Services

### **Lydia Soto, M.D.**

Special Assistant to the Surgeon General  
Office of the U.S. Surgeon General

\* Former Program Participants

*"If you don't know where you're going, you'll never get there" is a seemingly self-evident truism. Yet many of our young people are not exposed, either at home or in school, to the great variety of careers available to them, and the training necessary to attain those careers."*

- DeWitt Wallace-Reader's Digest Fund Annual Report 1991

*"Hilda Crespo certainly made the point that the ratio of Hispanic and other minority physicians is a problem. The Hispanic population is growing and will soon be the largest minority in this country, but the number of Hispanic physicians remains the same. Latinos are the most likely to have low educational attainment. Right now, Hispanics have more than their share of problems and less than their share of opportunities."*

- Antonio Novello, M.D., M.P.H.  
U.S. Surgeon General



**Luis Martínez-Pérez, member of the National Board of Directors, and Antonio Novello, U.S. Surgeon General.**

Mathematics and science careers have become a major thrust of the ASPRA Association's Educational Access and Careers work area. It is clear to ASPIRA's leaders that Latino students must have a firm grounding in the technical fields to succeed in today's world. Yet Latinos continue to be severely underrepresented in math and science classes in school, and therefore, in technical careers such as engineering and computer science.

To respond to this need, ASPIRA developed a national program to increase the number of Latino college-bound youth pursuing careers in mathematics and science. This community-based program model for middle-school Latino students was documented in the 1992 publication *Communities Count: Community-Based Sourcebook for Promoting Mathematics and Science Education*.

The ASPIRA Mathematics and Science Academy (MAS) is the cornerstone of this model. As in all of ASPIRA's programs, MAS Academies harness the existing resources of the community to build academic and social support for the students. Partnerships are built with local schools, universities, industries, museums, and corporations. The whole family is encouraged to get involved in school and community-based activities. Talented Latino professionals in mathematics and science fields are tapped as role models and mentors to guide young students. Students participate in hands-on skills development activities using ASPRA's proven techniques of one-to-one counseling, tutoring, and culturally-meaningful ceremonies. Students' interest in real-life applications of math and science is also sparked by field trips to collaborating museums, businesses, and research facilities. Academies also include an intensive summer enrichment component.

In 1992 MAS Academies coordinated by the ASPIRA National Office were opened in ASPIRA sites in Bridgeport, Connecticut and Chicago, Illinois. The MAS Academy in Bridgeport was funded by the GE Foundation to work with 60 middle school students, providing after school tutoring, homework monitoring, and field trips to applied science sites. The Academy in Chicago was fully funded

for three years by the Carnegie Corporation of New York to provide a full MAS curriculum of tutoring, mentoring, counseling, field trips, parent participation, and a summer academy for 300 middle school students and their parents.

An example of the importance of community partnerships to the MAS model was the linkage ASPIRA arranged in Bridgeport between the Luis Muñoz Marín Junior High School, which provided the site and students for the MAS Academy, the Bridgeport Engineering Institute and Sacred Heart University, which provided student tutors and arranged for Academy students to visit their facilities.

In addition, seven ASPIRA offices received hand memory calculators and LaserJet printers from the Hewlett Packard Company, as well as calculators from the American Association for the Advancement of Science and several hundred copies of the publication *Wonder Science* from the American Chemical Society. The Union Carbide Corporation has also contributed to the Mathematics/Science Initiative.

ASPIRA worked in several collaborative efforts with other organizations to increase the participation of Hispanic and other minority youth in mathematics and science careers. ASPIRA's Director of Education and Federal Affairs served as Co-Chair to the Linkages Committee of the American Association for the Advancement of Science. The committee seeks to unite national Hispanic organizations to advance the participation of Latino youth in mathematics and science education. ASPIRA is also a founding member of the Hispanic Secretariat on Mathematics, Science and Technology. Its staff served in an advisory capacity to the Association for Science Technology Centers' Youth Alive Project and the National Urban League's Math and Science Project. ASPIRA participated with other non-profit organizations and colleges in the Quality Education for Minorities Math and Science Education Network. With other national organizations, it worked with the Women's Bureau of the U.S. Department of Labor to develop strategies to increase young girls' and women's participation in math and science careers.

### Local Initiatives

ASPIRA's Mathematics and Science initiative has generated interest both locally and nationally. Four Associate offices have leveraged funds to provide ongoing activities based on the components of the MAS Academy, including:

- ASPIRA of Florida, which received funds from the U.S. Department of Energy for a neighborhood science lab, which is now part of its alternative middle school funded by the Dade County Public School,
- ASPIRA of New Jersey, which received grants from the Geraldine Dodge Foundation, the Turrell Fund, Liberty Science Center, and the Newark Board of Education for daily math/science tutoring, service and careers conferences,
- ASPIRA of Pennsylvania, which began a computer learning lab with 20 computers from Apple, Inc. and later received 25 computers from United Parcel Service (which also donated 25 to ASPIRA of New Jersey), and
- ASPIRA of Illinois, which in addition to the MAS Academy received a grant from the Amoco Foundation to develop a partnership with Argonne National Laboratories, Loyola and Northwestern Universities for a family math/science program providing cross-age tutoring, family activities, and a bilingual computer science course.

*"For our students to be well-informed and competent, science and mathematics knowledge must become 'basic' in this country. It is as important for individuals as it is for the nation as a whole if we are to prosper."*

- National Education Goals Report  
1992: Building a Nation of Learners

## COMMUNITY MOBILIZATION FOR EDUCATIONAL EXCELLENCE

Parent and community involvement is a primary element in raising education standards. In 1988, ASPIRA undertook a three-year, national demonstration project to explore how Latino parents may contribute to their children's academic success. In 1992, ASPIRA built on the successes of this project to launch the Community Mobilization for Educational Excellence (COMEX). Under this campaign, a full complement of programs forge new relationships between Latino families, their communities, and local educators. COMEX programs include Teachers, Organizations, and Parents for Students (TOPS), Hispanic Opportunities through Parent Educational Support (High HOPES), and ASPIRA Parents for Educational Excellence (APEX).

### Teachers, Organizations, and Parents for Students (TOPS) Partnership Project

ASPIRA TOPS was developed as a new response to extensive research which confirms the benefits of involving mentors and parents in working with middle school youth.

TOPS projects link features of existing ASPIRA programs—counseling, parent and mentor training—into a unique child-centered support structure for youth. Each student in the program benefits from the creation of an education partnership consisting of a teacher, a parent, and a counselor. With counseling assistance, the student determines his or her goals for a given school year, and each adult team member develops action plans to help the student achieve these goals.

With a grant from Borden, Inc., ASPIRA placed TOPS pilot projects in ten cities in 1992. ASPIRA Associate sites in Camden, New Jersey, Miami, Florida, Carolina, Puerto Rico, and Chicago, Illinois are each conducting local programs. Four other sites are collaborative efforts with the Hogg Foundation for Mental Health's "Schools of the Future" middle school sites located in San Antonio, Houston, Austin, and Dallas, Texas. Middle school sites in El Paso

and Corpus Christi, Texas were also selected to participate in the program.

By the end of 1992, there were 106 TOPS parent/teacher/counselor teams working together all over the country. In addition to working as teams to improve students' education performance, TOPS participants developed many innovative ways to enhance TOPS. For example, ASPIRA of Florida houses the TOPS program in ACCOLADE, their alternative middle school for students with severe difficulties in the regular school program. At the Corpus Christi site, team members developed ASPIRA TOPS t-shirts, have been on career-oriented field trips together, and were invited to a Hispanic Naval Officers Awards Ceremony where an alumnus of their middle school received honors. And the TOPS Coordinator at ASPIRA of Puerto Rico built on the ASPIRA Club tradition to begin a special TOPS Club with the students.

In addition, a four-year research project funded by the U.S. Department of Education School Dropout Demonstration Grants Program is underway at ASPIRA Associate sites in Miami, Florida and Carolina, Puerto Rico. Twenty TOPS teams in each city will be tracked and evaluated to study the impact of the TOPS model on student performance and attitudes of team members.

### Hispanic Opportunities through Parent Educational Support (High HOPES) Project

In 1992, with the support of the Philip Morris Companies, ASPIRA initiated a two-city program at ASPIRA Associate sites in Chicago and New York to help Latino parents better support their children's educational goals. High HOPES provides direct outreach to parents of college-bound students using one-on-one outreach, small group workshops, personal advocacy and technical assistance to parents.

Workshop topics are based on a three-volume curriculum designed specifically for use in the High HOPES program entitled *Making the Most of Your Child's Education: What About College?*

**ASPIRA Parents for Educational Excellence Council of Advisers, 1992**



**TOP5 team members.**

**Diane D'Angelo**

Research Associate  
RMC Research Corporation

**Edward Keller**

Deputy Executive Director  
National Association of Elementary School Principals

**Magdalena Lewis**

Program Director, Padres a las Escuelas  
National Committee for Citizens in Education

**Linda Moore**

Director, Community Education Leadership  
Institute for Educational Leadership

**Glenda Partee**

Assistant Director  
Research Center for Educational Equity  
Council of Chief State School Officers

**Patricia Ward**

Director, Even Start  
Migrant Programs

*"Parents in many low-income households, faced with the most trying of circumstances, often overcome the odds and raise their children to be healthy, mature, productive adults. But the deck is stacked against young adolescents from low-income families. They are the most likely to attend inadequate schools, the most likely to face physical danger in their daily lives, the most likely to spend large amounts of time without adult supervision, and the least likely to have access to the supports that youth development organizations can offer to them during the nonschool hours."*

- Carnegie Corporation of New York  
*A Matter of Time, Risk, and Opportunity in the Nonschool Hours*



At each site, a resource center distributes information to parents on a variety of college-going issues, including choosing a school, the admissions process, financing schemes, financial aid opportunities, and other reference materials in English and Spanish. Financial aid forms and other materials are also available through the centers.

A six-month planning grant from the DeWitt Wallace/Reader's Digest Fund enabled ASPIRA staff to work together with advisors and parents to collectively develop and test components of a community-based parent leadership development program. In the fall of 1992, ASPIRA received a three-year grant to implement the APEX model through its Associate offices in Philadelphia and Chicago. It will organize 270 Latino parents over a three-year period to promote educational excellence for their children.

APEX unites ASPIRA's substantive efforts to build family/school partnerships and community-based leadership development into a single approach. The APEX Initiative trains parents to devise ways to improve education in their communities, and helps them mobilize other parents to join in their efforts.

During the planning stage, parents participated in focus groups, field testing a workbook and training materials for facilitators and parents that were developed in conjunction with ASPIRA of Pennsylvania. APEX trainers will now use these manuals, entitled, *The APEX Workshop Series and Organizing and Working with Parent Groups: A Manual for APEX Facilitators*, to help parent groups learn to play an active role in promoting better schools for their children.

ASPIRA's Director of Program Development served as Chairperson of the National Coalition for Parent Involvement in Education, a coalition of senior staff representing over 33 national organizations with a prominent role in education, all of whom work to develop effective family/school partnerships. NCIPLIE is an active working collaborative that holds monthly membership meetings to share information and develop joint efforts. During 1992 the coalition

published a resource guide outlining parent involvement activities of all the member organizations and an updated version of *Developing Family/School Partnerships: Guidelines for Schools and School Districts*.



**Elena Pell, who directs the COMEX initiatives.**

*"I like this program because we work together with teachers and the children and we get to know other parents and other children and my son and I work together and we all come together like a family. I like to go to the gatherings and they explain things to me in Spanish because I don't understand much English. It helps me with my son that the teachers let me know everything about him and I like that very much because I want the best for my son."*

■ Olivia M. Thompson  
TOPS parent, San Antonio site

## WORKING TOGETHER

As we noted, even the new President has taken to heart the underlying theme of ASPIRA's motto "An investment in Latino youth." Throughout 1992, many corporations, foundations, and individuals invested their time and resources to assist ASPIRA efforts. They all joined us as partners to assist Puerto Rican/Latino youth. A list of funders to the National Office appears on page 31.

In addition, 1992 saw the strengthening of several important collaboratives to advance educational equity. Some of these collaborative efforts are discussed above under ASPIRA's national programs. Others include the following cooperative ventures:

### *The ASPIRA-ETS Collaborative Partnership*

#### **Collaborative**

ASPIRA and the Educational Testing Service (ETS) continued the partnership laid out in the eight-year collaborative agreement reached by the two organizations in 1989. ETS works with ASPIRA to develop products and services to increase the effectiveness of both organizations to fulfill shared commitments to educational equity and access for Puerto Rican/Latino students.

During 1992, ETS hosted a staff training session for 50 new ASPIRA program counselors, where ETS and ASPIRA offered their successful four-day workshop entitled, "Increasing Access to Postsecondary Education." For new counselors this was their first opportunity to meet their peers from other ASPIRA offices. All ASPIRA counselors have now received this training, which provides an intensive orientation to college counseling and has greatly enhanced the professionalism of ASPIRA's staff nationwide. ETS also hosted a program development workshop for managers of all ASPIRA Associates working with senior staff to help them become better writers and program planners through hands-on practice.

Besides services, ASPIRA and ETS share professional knowledge through participation on each others' committees. ASPIRA staff currently serve on the External Audit Committee for the ETS-directed National Assessment of Educational Progress, the Teachers Program Council, and the Visiting Committee.



**Kristi Velasco, ASPIRA of New York, speaks with Eleanor Horne of ETS at an ASPIRA-ETS workshop.**

The Hispanic Association on Corporate Responsibility (HACR) is a coalition of seven national Latino organizations including ASPIRA that seeks to enhance the relationships between corporations and the Latino community. HACR meets with the officers of Fortune 500 companies to negotiate agreements to increase opportunities for Hispanics within the company and improve its relationship with the Latino community. In 1992, HACR negotiated an agreement with the General Motors Corporation, one of the largest companies in the world. HACR now has signed agreements with eight major corporations that it monitors. HACR also built recognition of its work through increased press coverage and presentations at national conventions. It worked throughout 1992 to compile a study of Hispanic representation among officers and directors of Fortune 500 corporations, which it released early in 1993.

The National Hispanic Leadership Agenda (NHLA) is a nonpartisan coalition of major Hispanic organizations and prominent individuals throughout the United States. Its 45-member board unites most major populations, all geographic areas, and a range of political opinions and concerns. ASPIRA has organizational membership on the board and its National Executive Director serves as the NHLA Board Secretary.

In 1991 and 1992, the NHLA held hearings across the country to develop a unified national policy agenda for the Hispanic community. ASPIRA contributed heavily to the education section of this agenda, which was then presented to the national leadership of both the Republican and Democratic parties during the 1992 election campaigns. ASPIRA's National Executive Director was chosen to present the NHLA education policy to Governor Clinton during a meeting with him in September. In October, ASPIRA was invited to represent the Latino community's education concerns at a day-long conference on Capitol Hill co-sponsored by the NHLA, the Congressional Hispanic Caucus, and the Inter-University Program for Latino Research.



**Janice Petrovich greets President Bill Clinton at an NHLA meeting.**

### Hispanic Education Coalition

ASPIRA is a founding member and active participant of the Hispanic Education Coalition, a group of all major national Latino organizations in Washington, DC, which jointly promotes legislative and administrative initiatives on behalf of the Latino community. In 1992 the Coalition worked to successfully promote amendments to the Higher Education Act which they developed in conjunction with the Congressional Hispanic Caucus. They also provided comments on major school reform legislation and education funding.

### Other Collaborative Efforts

ASPIRA strengthened and expanded its collaborative advocacy efforts served on boards and advisory committees, and presented at conferences of the following organizations.

- Academic Development Institute
- Academy for Educational Development
- ACCESS ERIC
- The Advocacy Institute
- American Association for the Advancement of Science
- American Chemical Society
- Association for Science Technology Centers
- Beaumont Multi-cultural High School
- Campus Outreach Opportunity League (COOL)
- Challenger Center
- Computer Curriculum Corporation/Dade County Collaboration
- Congressional Hispanic Caucus Institute
- Congressional Hispanic Staffers Association
- Consumer Reports Television Zithron Project
- Council of Chief State School Officers
- Educational Testing Service
- Health and Sciences International, Inc.
- Hispanic Association for Corporate Responsibility
- Hispanic Heritage Awards
- Hispanic Secretariat on Math, Science, and Technology Education
- Hispanics in Philanthropy
- Home School Institute
- Houston Associates, Inc.
- Hughes Aircraft Company Galaxy Classroom

### The Independent Sector

- InterAmerican College of Physicians and Surgeons
- Kansas Advisory Commission on Hispanic Affairs
- Latino Council on Alcohol and Tobacco
- Library of Congress
- Mid-Atlantic Equity Center
- Mount Holyoke College
- National Cancer Institute
- National Center on Education in the Inner City
- National Coalition of Advocates for Students
- National Commission on Postsecondary Education
- National Committee for Responsive Philanthropy
- National Council of Educational Opportunity Associations
- National Hispanic Leadership Agenda
- National Institute on Drug Abuse
- National Intergovernmental Communications Center
- National Science Foundation
- National Urban League
- Panos Institute
- Points of Light Foundation
- Public Allies: The National Center for Careers in Public Life
- Quality Education for Minorities Network
- Simmons Institution Task Force on Latino Issues
- Star Serve
- U.S. Department of Education Office of Education Research and Improvement
- U.S. Department of Education Office of Education Office of Bilingual Education and Language Minority Assistance
- U.S. Department of Education Office of Education Office of Postsecondary Education Assistance
- U.S. Department of Health and Human Services Advisory Committee on Women's Career Day
- U.S. Department of Health and Human Services Head Start Program
- U.S. Department of Health and Human Services Office of Disadvantaged Assistance/Health Careers Opportunity Program
- U.S. Department of Health and Human Services Office of Minority Health
- U.S. Department of Health and Human Services Office of Substance Abuse Prevention
- U.S. Department of Health and Human Services Office of the U.S. Surgeon General
- U.S. Department of Health and Human Services U.S. Public Health Service
- U.S. Department of Labor Women's Bureau
- U.S. Office of National Drug Control Policy
- U.S. Office of Personnel Management

## BUILDING ORGANIZATIONAL CAPACITY

An important function of the ASPIRA National Office is to provide for training and technical assistance to advance the organization's mission and successfully address the needs and concerns of the communities ASPIRA serves. ASPIRA Associates benefit from workshops and conferences to develop their management and financial skills, fund-raising information and access, media and government relations and informative publications.

Capacity-building assistance from the National Office to the Associates in 1992 included specifically:



Staff from ASPIRAs of Puerto Rico, Illinois, Florida, and Pennsylvania at an ASPIRA-ETS workshop.

*"Although dedicated staff is an essential ingredient, organizations often need more to succeed. Good leadership and management skills in financial planning, facilities management and long-term strategic planning are necessary."*

- DeWitt Wallace-Reader's Digest Fund Annual Report 1991

Training staff through workshops associated with all national programs and those mentioned above as offered by the ETS collaborative,

Disseminating information on funding opportunities

Securing in-kind donations, including conference space for meetings from ETS, calculators and LaserJet printers from Hewlett-Packard, calculators and parent materials in mathematics and science from the American Association for the Advancement of Science,

Providing on-site program and fundraising assistance to all ASPIRA offices for national programs,

Fundraising for Associate and Affiliate offices,

Providing continuous on-call technical assistance for program development and improvement, government relations, and marketing assistance

Working to secure Executive and Congressional support for needed programs,

Developing publications and disseminating information on ASPIRA's programs and services,

Undertaking coordinated fundraising efforts with Associate offices

Coordinating a strategic planning meeting of the Association leadership to collectively focus on a joint proposal for an ASPIRA Alumni Association,

Responding to inquiries from communities interested in developing ASPIRA locally

## ADVOCATING FOR REFORM



*"It is imperative that parents, school principals and classroom teachers have the authority to make decisions that best serve their school's students. But individual school communities are often powerless to effect and sustain change. They often need the guidance and support of other like-minded school communities and information about what others are doing. At a time when there is a great deal of interest in school reform, local school communities need a way to make their voices heard."*

- DeWitt Wallace-Reader's Digest Fund  
Annual Report 1991

### THE ASPIRA INSTITUTE FOR POLICY RESEARCH

Research on Latino's educational problems and potential has always played a central role in ASPIRA's work. All ASPIRA offices have conducted original research studies over the years and based action projects on solid research. Out of that commitment the ASPIRA Institute for Policy Research was established in 1985 with core funding from the Anheuser-Busch Companies and the DeWitt Wallace/Reader's Digest Endowment Fund. The Institute was established to undertake policy analysis and research on issues affecting the Puerto Rican and greater Latino community and disseminate the findings of that analysis through reports, pilot projects, and work in collaboration with other organizations. Other support received during 1992 was obtained from the Henry Everett Foundation, the National Education Association, and the Coors Brewing Company.

#### Through the Institute, ASPIRA:

- **monitors** national studies and federal initiatives
- **analyzes** policy implications for Latino youth,
- **constructs** legislative policy supportive of Latino youth and families
- **mobilizes** community action around policy proposals and
- **disseminates** information to thousands of corporate and foundation people, Hispanic community leaders, educators, and local and federal policy makers

## Creating Awareness

ASPIRA's policy work grew substantially in 1992, and the Association now shapes policy as well as reacts to it. This growth has been due to several factors, including the development of a team approach among the various National Office staff who work on legislative and federal affairs, an increase in the number of high-calibre policy interns volunteering time to the office, increased collaboration with other national organizations through the Hispanic Education Coalition (HEC) and the Congressional Hispanic Caucus, and ASPIRA's own growing federal presence.

These efforts have enabled ASPIRA to conduct the following activities:

- ASPIRA promoted amendments to the Higher Education Act which the HEC had earlier developed in conjunction with the Congressional Hispanic Caucus. Amendments which were incorporated into the Higher Education Amendments of 1992 include technical assistance to increase Hispanic participation in TRIO programs, new early intervention programs, minority teacher recruitment, expanded institutional aid to Hispanic-serving colleges and universities, and a survey of Hispanic participation in federal education programs.
- In response to a request by House Education Committee Chairman Ford, ASPIRA submitted technical amendments to the Elementary and Secondary Education Act (ESEA). At the request of the Congressional Hispanic Caucus, ASPIRA also produced a summary of these comments and has begun working to include them in proposed legislation.

ASPIRA published a widely circulated in-depth critique of the President's Executive Order on Educational Excellence for Hispanic Americans. This was followed by the release of a joint press statement with other major national Hispanic organizations, analyzing the report issued by the Executive Order Commission and

pointing out its failure to address the federal role in promoting educational achievement for Latino youth. The National Executive Director then submitted an opinion column to major newspapers detailing what future reports should contain. ASPIRA later submitted opinions on a new Executive Order to the general counsel to the Senate Judiciary Committee, at his request, and to the appropriate members of the Clinton Transition Team. ASPIRA is currently working through the HEC with the Department of Education to strengthen the Executive Order based in part on ASPIRA's analysis of the first Order's weaknesses.

ASPIRA serves on the Executive Committee of the National Hispanic Leadership Agenda (NHLA), which presented a unified national policy agenda to presidential candidates prior to the election. ASPIRA contributed heavily to the education section of this agenda. ASPIRA's director was chosen to present the NHLA education policy to Governor Clinton during a meeting with him in September. In October, ASPIRA was invited to represent the Latino community's education concerns at a conference co-sponsored by the Congressional Hispanic Caucus, the National Hispanic Leadership Agenda, and the Inter-University Program for Latino Research.

ASPIRA worked with the Hispanic National Bar Association to submit a joint commentary in response to a U.S. Department of Education request for comments on their proposed minority scholarship policy. ASPIRA also published and distributed widely an Issue Brief on minority scholarships.

ASPIRA analyzed and commented on the Neighborhood Schools Improvement Act of 1992.

ASPIRA worked closely with the office of Senator Jeff Bingaman to promote a bill to create a National School Finance Commission. An ASPIRA policy intern drafted an Issue Brief on school finance that was published and disseminated in the spring of 1993.

- ASPIRA continued to promote the systematic collection of data on the Hispanic population by all government agencies. It worked with the Inter-University Program of the Social Science Research Council to advocate for funds for the continued inclusion of a Hispanic sample in the longitudinal Panel Study on Income Dynamics.

ASPIRA worked to ensure an equitable representation of Puerto Rican appointments in the new administration. Actions included a letter to the Personnel Director of the Clinton Transition Team, identification of key positions to be filled, and requests of resumes from Latino contacts around the country. Approximately 30 resumes have been sent to the appropriate members of the Transition Team, and ASPIRA staff are pursuing their appointments by gathering Congressional recommendations.

- ASPIRA produced a concise fact sheet on Hispanic health issues which has been disseminated to health contacts and policy makers around the country. A fact sheet on Hispanic education was published in the spring of 1993.
- As always, all legislators from states ASPIRA works in or who sit on education committees received a continuous stream of our publications and news of the Association's work.

Legislative advocacy is carried out in accordance with regulations governing 501(c)(3) tax-exempt organizations and is, of course, always non-partisan.

## PUBLICATIONS

*Communities Count: Community Based Sourcebook for Promoting Mathematics and Science Education.* Hilda Crespo and Nadine Cid [Washington, DC: ASPIRA Association, Inc., 1992].

*Minority Scholarships: Affirmative Action or Reverse Discrimination?* Travis Barry [Washington, DC: ASPIRA Association, Inc., 1992].

*The APEX Workshop Series.* Elena Pell and Providence Rodriguez-Floresca [Washington, DC: ASPIRA Association, Inc., 1992].

*Organizing and Working with Parent Groups: A Manual for APEX Facilitators.* Elena Pell and Providence Rodriguez-Floresca [Washington, DC: ASPIRA Association, Inc., 1992].

*Mentoring at Work/Mentoring that Works.* Jennifer Barr, Mirka Negroni, and Arcadio Torres [Washington, DC: ASPIRA Association, Inc., 1992].

*ASPIRA Public Policy Leadership Program Manual for Staff Training.* written by Antonia Pantoja and Wilhemina Perry, edited by Arcadio Torres, revised by Jennifer Barr and Mirka Negroni [Washington, DC: ASPIRA Association, Inc., 1992].

*Facing the Facts: The Condition of Hispanic Health, 1992.* Jennifer Barr and Hilda Crespo [Washington, DC: ASPIRA Association, Inc., 1992].

"Commentary: The Executive Order on Hispanic education: Did we settle for less?" Janice Petrovich, Elizabeth Weiser Ramirez, and Jorge Armenteros [Washington, DC: ASPIRA Association, Inc., 1992].

*ASPIRA News*, Vol. 5, No. 4-Vol. 6, No. 3, Elizabeth Weiser Ramirez, editor [Washington, DC: ASPIRA Association, Inc., 1992].



A broad range of media covered ASPIRA's activities and publications as ASPIRA's recognition grew as a national voice for Latino education issues. The National Office facilitated this effort by implementing a policy of producing at least one press release per month. Its media list also grew to nearly 500, including major print journalists, Latino reporters, and education writers.

The ASPIRA Association National Office, its programs and its opinions on minority education were covered in print and broadcast media around the country. Highlights include

- articles in *Education Week* and *Education Daily* citing ASPIRA's views on the White House initiative on Educational Excellence for Hispanic Americans,
- a column on the same issue syndicated by The Hispanic Link wire service and picked up by local newspapers around the country, including *The San Antonio Light* and *Black Issues in Higher Education*,
- an editorial on the role of the federal government in Hispanic education in the *San Juan Star*,
- a column in *Hispanic Business* criticizing the U.S. Office of Civil Rights' decision to ban minority scholarships and a discussion of the same appearing in *The Chronicle of Higher Education* and *Noticias del Mundo*,
- a critique of unda Chávez's portrayal of the Puerto Rican community appearing in *Hispanic*,
- an article on the ASPIRA Public Policy Leadership Program appearing in the U.S. Department of Labor's *Noticias de la Semana*,
- an article in *The Washington Post* reporting on ASPIRA founder Dr. Antonia Pantaja receiving a Hispanic Heritage Award for leadership.

In addition, ASPIRA's work and viewpoints are covered regularly in the *Hispanic Link Weekly Report* and the *National Hispanic Reporter*.

ASPIRA's publications also received coverage. Its best-selling parent curriculum, *Making the Most of Your Child's Education: A Guide for Parents*, sold out and was reprinted to meet demand. Its issue Brief on school choice was reprinted in the U.S. Hispanic Chamber of Commerce's *Networking* newsletter. New publications announcements regularly appear in news outlets around the country. ASPIRA's publications are also included in the Educational Resources Information Center (ERIC) and the National Clearinghouse for Bilingual Education.

Finally, the ASPIRA Institute for Policy Research continued to publicize the accomplishments of the entire Association through the publication of its quarterly newsletter, *ASPIRA News*. Each issue of the newsletter reached an average 3,000 local and national policy makers, educators, Hispanic professionals, corporate leaders, and media representatives.



**Cruz Ramirez,**  
responsible  
for mailing  
ASPIRA's  
publications.

## TESTIMONIES/PRESENTATIONS

"Education Partnerships with Parents," panel presentation by Elena Pell at the Department of Education School Dropout Demonstration Grants Project Director's Conference (March 1992)

"Community Mobilization for Educational Excellence," roundtable discussion with ASPRA Parents for Educational Excellence Advisory Committee led by Elena Pell and Providence Rodriguez Foresco (April 1992)

"Latino Education in the United States," by Janice Petrovich, before the Ohio Commission on Spanish-Speaking Affairs (April 1992)

"Increasing Hispanic Access to the Health Professions," roundtable discussion led by Hilda Crespo (May 1992)

"Elementary and Secondary Education: What Do Latino Students Need?" testimony by Hilda Crespo before the President's Advisory Commission on Educational Excellence for Hispanic Americans (June 1992)

"Minority Designated Scholarships: The Real Debate," by Mirka Negroni, panel presentation at the United States Student Association 45th Annual Student Conference (August 1992)

"Environmental Racism: Latino Youth Respond," by Mirka Negroni, panel presentation at the Choices for the Future Symposium (August 1992)

"Breaking New Frontiers in Latino Education," by Janice Petrovich, presented to the Breaking New Frontiers: Latino Researchers, Advocates, and Legislators Face the 1990s Conference (September 1992)

"Women in the Public Sector—A Latino Woman's Perspective," by Mirka Negroni, presented to the Fifth Annual Women's Leadership Conference (September 1992)

"Integrated Services: Community Considerations," by Elena Pell, presented to the Center for Education in the Inner Cities Roundtable Meeting on School-Community Connections: Implications for Research and Practice (October 1992)

"Empowering Youth to Work on Legislative Issues," by Elizabeth Weiser Ramirez, presented to ASPRA Public Policy Leadership Program facilitators (October 1992)



**ASPIRA founder Antonio Pantoja, recipient of the 1992 Hispanic Heritage Award for Leadership. Other winners included Henry Cisneros, Luis Valdez, Edward James Olmos, and José Luis (Chegüi) Torres, shown here with sponsor John Albers, CEO of Dr. Pepper/Seven-Up Companies, Inc.**

## PLANNING FOR THE FUTURE

Since 1988 ASPIRA's leadership has embarked on a series of yearly strategic planning activities designed to assess the changing needs of Latino youth and parents, strengthen our Boards of Directors, clarify the interrelations of the National and Associate offices and chart the future course of our thirty-one year old organization. Meetings and leadership retreats have achieved greater organizational cohesiveness and consensus around common goals. Prior contributors to this process have included the Aetna Life & Casualty Foundation, Hitachi Foundation, AT&T Foundation and the Educational Testing Service (ETS). The 1992 leadership retreat, funded by AT&T and hosted by ETS, laid out the parameters of the ASPIRA Alumni Association, discussed above.

The ASPIRA National Office continued to formalize its development efforts to assure financial stability for the organization. The fiscal year 1992 expenses held steady. The ASPIRA Endowment Fund, awarded by Dewitt Wallace Readers Digest in 1984, increased in value by 10% in FY 1992. Income generating strategies such as the expansion of the individual donor appeal, publications sales and participation in the Combined Federal Campaign raised an additional amount of nearly \$30,000.

**Allison Beck, National Office staff, at ASPIRA strategic planning retreat.**

*"Youth organizations should be encouraged and funded to intensify their competition with gangs in their appeal to the loyalty of young adolescents. Instead of relying largely on police action in efforts to eliminate violent youth gangs, youth organizations and community groups must provide nonviolent alternatives for young people to get together. These organizations can offer adolescents opportunities."*

- Carnegie Council on Adolescent Development  
*Fateful Choices: Healthy Youth for the 21st Century*



For their time, energy, and generous contributions, we thank each of our 1992 donors.

## ASPIRA NATIONAL OFFICE CONTRIBUTORS

Jan. 1, 1992 to Dec. 31, 1992

### \$100,000 or more

Carnegie Corporation of New York, Inc.  
DeWitt Wallace/Readers Digest Fund  
The Ford Foundation  
U.S. Department of Education  
U.S. Department of Health and Human Services, Public Health Service, HCOP, Bureau of Health Professions

### \$50,000 to \$99,999

AT&T Foundation  
Borden Foundation, Inc.  
Phillip Morris Companies

### \$20,000 to \$49,999

Anheuser-Busch Companies, Inc.  
PepsiCo Foundation  
Toyota USA Foundation  
UPS Foundation, Inc.

### \$10,000 to \$19,999

Cooks Brewing Company  
Ford Motor Company  
IBM Corporation  
J.C. Penney Company, Inc.  
PepsiCo, Inc.  
Union Carbide Corporation  
The Xerox Foundation

### \$1,000 to \$9,999

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Hoechst Celanese Corporation  
Jostens Foundation, Inc.  
Miller Brewing Company  
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*"If the nation is to measure up to the technical and economic demands of the next century, we must all get involved—public officials, educators, parents, business and community leaders, and students alike—to meet this challenge."*

- National Education Goals Report, 1991: Building a Nation of Learners

ARTHUR ANDERSEN & CO.

REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

To the Board of Directors of  
ASPIRA Association, Inc., National Office:

We have audited the accompanying balance sheets of ASPIRA Association, Inc., National Office (the "Association") as of June 30, 1992 and 1991, and the related statements of (1) support, revenue, expenses and changes in fund balances, (2) cash flows, and (3) functional expenses for the years then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Association as of June 30, 1992 and 1991, and the results of its operations and its cash flows for the years then ended, in conformity with generally accepted accounting principles.

*Arthur Andersen & Co.*

ASPIRA ASSOCIATION, INC.,  
NATIONAL OFFICE

BALANCE SHEETS  
AS OF JUNE 30, 1992 AND 1991

|   | ASSETS       |            |             |           |
|---|--------------|------------|-------------|-----------|
|   | Unrestricted | Restricted | 1992        | 1991      |
| TOTALS  |              |            |             |           |
| CURRENT ASSETS:                                 |              |            |             |           |
| Cash  | \$346,175    | \$ -       | \$ 346,175  | \$ 9,908  |
| Investments                                     | -            | 558,873    | 558,873     | 543,474   |
| Receivables-                                    |              |            |             |           |
| Federal Government (Note 2)                     | -            | 83,330     | 83,330      | 76,719    |
| Associates                                      | -            | -          | -           | 6,627     |
| Other receivables                               | 1,004        | -          | 1,004       | -         |
| Other   | 26,794       | -          | 26,794      | 23,380    |
| Total current assets                            | 373,973      | 642,203    | 1,016,176   | 660,108   |
| PROPERTY AND EQUIPMENT:                         |              |            |             |           |
| Furniture, equipment and leasehold improvements | 60,061       | -          | 60,061      | 126,234   |
| Less-Accumulated depreciation and amortization  | (42,521)     | -          | (42,521)    | (109,210) |
| Net property and equipment                      | 17,540       | -          | 17,540      | 17,024    |
| Total assets                                    | \$391,513    | \$642,203  | \$1,033,716 | \$677,132 |
| LIABILITIES AND FUND BALANCES                   |              |            |             |           |
| LIABILITIES:                                    |              |            |             |           |
| Accounts payable and accrued expenses           | \$ 49,328    | \$ -       | \$ 49,328   | \$ 42,264 |
| Due to/from other funds                         | 280,463      | (280,463)  | -           | -         |
| Deferred support and revenue (Note 2)           | 5,624        | 316,323    | 321,947     | 112,482   |
| Due to associates (Note 1)                      | -            | 145,454    | 145,454     | 89,379    |
| Total liabilities                               | 335,415      | 181,314    | 516,729     | 244,125   |
| FUND BALANCES                                   | 56,098       | 460,889    | 516,987     | 433,007   |
| Total liabilities and fund balances             | \$391,513    | \$642,203  | \$1,033,716 | \$677,132 |

The accompanying notes are an integral part of these financial statements.

**ASPIRA ASSOCIATION, INC.,  
NATIONAL OFFICE**

**STATEMENTS OF SUPPORT,  
REVENUE, EXPENSES AND  
CHANGES IN FUND BALANCES  
FOR THE YEARS ENDED  
JUNE 30, 1992 AND 1991**

|   | Unrestricted | Restricted | TOTALS    |           |
|---|--------------|------------|-----------|-----------|
|   |              |            | 1992      | 1991      |
| <b>SUPPORT AND REVENUE:</b>                           |              |            |           |           |
| Contributions-  |              |            |           |           |
| Foundations and corporations                          | \$171,750    | \$527,675  | \$699,425 | \$590,297 |
| Government  | -            | 416,110    | 416,110   | 513,455   |
| Publications  | 9,492        | -          | 9,492     | 10,022    |
| Endowment Fund interest                               | 25,476       | -          | 25,476    | 36,532    |
| Interest and other income                             | 90,015       | -          | 90,015    | 71,965    |
|   |              |            |           |           |
| Total support and revenue                             | 296,733      | 943,785    | 1,240,518 | 1,222,271 |
| <b>EXPENSES:</b>                                      |              |            |           |           |
| Program services-                                     |              |            |           |           |
| Education   | -            | 286,690    | 286,690   | 361,118   |
| Leadership  | -            | 319,720    | 319,720   | 233,489   |
| Advocacy  | 45,743       | 261,504    | 307,247   | 284,359   |
|   |              |            |           |           |
| Total program services                                | 45,743       | 867,914    | 913,657   | 878,966   |
| General and administrative                            | 98,696       | -          | 98,696    | 178,110   |
| Fund-raising  | 68,314       | 75,871     | 144,185   | 61,887    |
|   |              |            |           |           |
| Total expenses  | 212,753      | 943,785    | 1,156,538 | 1,118,963 |
| <b>SUPPORT AND REVENUE IN EXCESS<br/>OF EXPENSES</b>  |              |            |           |           |
|   | 83,980       | -          | 83,980    | 103,308   |
| <b>FUND BALANCES (DEFICIT),<br/>beginning of year</b> |              |            |           |           |
|   | (27,882)     | 460,889    | 433,007   | 329,699   |
| <b>FUND BALANCES<br/>end of year</b>                  |              |            |           |           |
|   | \$ 56,098    | \$460,889  | \$516,987 | \$433,007 |

The accompanying notes are an integral part of these financial statements.